DOCUMENT RESUME

ED 126 813 HE 008 128

AUTHOR Brigman, S. Leellen; Morton, Linda A.
TITLE Impact of Characteristics of University Life on the Enrollment Decision. Indiana Studies in Prediction Number Thirty-One.
INSTITUTION Indiana Univ., Bloomington. Bureau of Educational Studies and Testing.
PUB DATE May 76
NOTE 32p.; Best available copy.
AVAILABLE FROM Bureau of Educational Studies and Testing, Division of Research and Development, Indiana University, Bloomington, Indiana.

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS College Choice; *College Environment; *College Students; *Enrollment Rate; *Environmental Influences; *Higher Education; Parent Attitudes; Questionnaires; Student Attitudes; Student Needs; Surveys
IDENTIFIERS Indiana University Bloomington

ABSTRACT

Assessed is the impact of various characteristics of life on the Bloomington campus of Indiana University on the enrollment decision. Random samples were drawn from the Fall 1975 matriculated and nonmatriculated freshmen. For each of the groups, separate surveys were mailed to the students and their corresponding parents. The data were analyzed to determine which characteristics were perceived as most favorable, which were perceived as least favorable, and which characteristics were perceived as not important or were not considered in the enrollment decision. (Author)

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Impact of Characteristics of University Life on the Enrollment Decision

INDIANA STUDIES IN PREDICTION

NUMBER THIRTY-ONE

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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INDIANA UNIVERSITY / 1976

HE008127

IMPACT OF CHARACTERISTICS OF UNIVERSITY LIFE ON THE ENROLLMENT DECISION

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Indiana Studies in Prediction
Number Thirty-One

Bureau of Educational Studies and Testing
Division of Research and Development
Indiana University
Bloomington, Indiana
May 1976

Abstract

The purpose of the study was to assess the impact of various characteristics of life on the Bloomington campus of Indiana University on the enrollment decision. Random samples were drawn from the Fall 1975 matriculated and non-matriculated freshmen. For each of the groups, separate surveys were mailed to the students and their corresponding parents. The data were analyzed to determine which characteristics were perceived as most favorable, which were perceived as least favorable, and which characteristics were perceived as not important or were not considered in the enrollment decision.

Acknowledgements

We would like to express our sincere appreciation to Dr. Larry Campbell, Dean of the University Division, an Mr. Herbert Fairfield, Director of the Prospective Student Office, for the ideas and information they contributed to the development of the surveys. Also, we express our appreciation to all of the Bureau staff who assisted in preparing and conducting the college selection surveys.

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Introduction

A complex set of forces have been recognized as influencing a prospective student's choice of a college or university to attend. Holland (1958) made one of the first preliminary investigations of the college selection process using applicants to the National Merit Scholarship Program. In 1964, the American College Testing (ACT) Program conducted a national survey to identify the dimensions in the college selection process. Four major factors emerged: (1) the intellectual emphasis, (2) the practicality, (3) the advice of others, and (4) the social emphasis.

The prospective student's final choice of a college or university to attend appears to be an interactive product of the characteristics of the individual and of the particular institution. Stordahl (1970) has noted that a student's goals, abilities, personality, parental values, socioeconomic status, and other environmental factors all influence the college choice.

The literature indicates that very little is known as to the specific characteristics of a particular institution that attract or deter a prospective student from enrolling at that institution. Therefore, the purpose of the present study was to assess the impact of various

characteristics of university life at the Bloomington campus of Indiana University (I.U.B.) on the enrollment decision of prospective students and their parents.

Procedure

Positive and negative reactions of prospective students and their parents to the various characteristics of university life at I.U.B. were sought by means of survey questionnaires. The items included in the questionnaires represented characteristics such as the academic and social climates, the cultural opportunities, the recreational facilities, the financial costs, and the influence of family and friends.

The need for answers to three basic questions provided the impetus for this study and guided its design.

1) What characteristics of university life were perceived as most favorable to enrolling at I.U.B.?

2) What characteristics of university life were perceived as least favorable to enrolling at I.U.B.?

3) What characteristics of university life were not considered or were not perceived as important in deciding to enroll at I.U.B., i.e., had the least impact on the enrollment decision?

Populations and Samples

For Fall Semester 1975, the admissions office of I.U.B. accepted over 8,000 prospective freshmen. After fall semester registration, these students were classified into two groups: (1) students who had enrolled for courses at I.U.B., the matriculants or "matrics," and (2) accepted students who did not enroll for courses at I.U.B., the non-matriculants or "non-matrics." For the present study, all foreign students were excluded because of the language problems which might arise with the required correspondence. Of the total number of prospective domestic freshmen accepted to I.U.B. for the 1975 Fall Semester, there were 5,882 matrics and 2,229 non-matrics.

Two random samples were drawn for the present study. From the 5,882 entering freshmen, a random sample of 300 subjects was surveyed. Next, a sample of 100 subjects drawn from the 2,229 prospective students who did not enroll was surveyed. Also surveyed were the corresponding parents or guardians of each selected student. Thus, a total of four samples was selected: (1) 300 matrics, (2) the 300 parents or guardians of the matrics, (3) 100 non-matrics, and (4) the 100 parents or guardians of the non-matrics.

Survey Questionnaires

To collect the data for this study two separate, but overlapping, questionnaires were developed by the Bureau of Educational Studies and Testing. The questionnaires were modeled after the one used by ACT (1985) in their national college selection survey. Some modifications of the ACT items were made and additional items were included to tailor the questionnaires more specifically to I.U.B. and to the groups in this study.

One of the questionnaires developed for this study was designed to collect information from both student groups--the matrics and non-matrics. A modification of this student questionnaire was designed to collect information from the two groups of parents. While the majority of items were the same in both the parent and student questionnaires, some items on the parent questionnaire were worded differently. For example, the students were asked to evaluate the influence of friends attending I.U.B., while the parents were asked to evaluate the influence of sons and daughters of their friends attending I.U.B. Thus, the matrics and non-matrics received one form of the questionnaire and their matching parents received another form of the questionnaire. Copies of the questionnaires are in the Appendix.

Students and parents were asked to evaluate the impact of various characteristics of university life at I.U.B. on their enrollment decisions. The following five response categories were provided for evaluating each characteristic:

Strong reason against attending I.U.B. . . SA
Moderate reason against attending I.U.B. . MA
Not important or not considered . . . . . N
Moderate reason for attending I.U.B. . . . MF
Strong reason for attending I.U.B. . . . . SF

Each survey was mailed with a cover letter from the dean of the University Division explaining the purpose of the survey and soliciting the student's/parents' participation in the study. Separate letters were composed for each of the four groups of subjects. Each letter was personally addressed to the recipient, and a stamped self-addressed return envelope was included in each mailing. The initial mailings were completed in the first half of the Fall Semester 1975.

Approximately three weeks after the initial mailings, second mailings were sent to those who had not responded to the first mailing. This second mailing was designed to expand the number of returns by reminding the students/parents of I.U.B.'s interest in their responses.

Of the groups surveyed, 62 percent of the matrics and 71 percent of their parents responded to the survey. Of the non-matrics, 57 percent of the students and 60 percent of their parents responded to the survey. A tabulation was made to determine how many returns were from a student and his/her corresponding parents, i.e., a family pair. Surveys had been returned by approximately 57 percent of the matric family pairs and 49 percent of the non-matric family pairs.

Analyses

All analyses were performed separately for the four groups surveyed in this study: (1) matrics, (2) parents of matrics, (3) non-matrics, and (4) parents of non-matrics. Each group was divided into two subgroups according to state of residence: (1) survey data from residents of Indiana, in-state; and (2) survey data from nonresidents of Indiana, out-of-state.

To summarize the perceived impact of the characteristics of life at I.U.B. on the enrollment decision, the median* response to each item was obtained. The medians can be interpreted as indicated in Table 1.

*The median is the 50th percentile in a group of ranked scores (responses); half of the responses are higher than the median, and half are lower.

Table 1

Median Response Categories

Median Values	Response Category	Code
1.00-1.50	Strongly against attending I.U.B.	SA
1.51-2.50	Moderately against attending I.U.B.	MA
2.51-3.50	Not important or not considered	N
3.51-4.50	Moderately for attending I.U.B.	MF
4.51-5.00	Strongly for attending I.U.B.	SF

A more qualitative examination of the results of the survey questionnaire is presented by identifying for each group (1) the items with a median of 3.51 or higher, i.e., the most favorably perceived characteristics, (2) the items with a median response of 2.50 or lower or the three items with the lowest medians, i.e., the least favorably perceived characteristics, and (3) the items with 75 percent or more of the respondents indicating that they did not consider the item or that it was not important in their decision, i.e., the characteristics perceived as having the least impact. These analyses were organized into four tables according to the four groups of interest.

Results

The results of the present study are independently presented for each of the groups of prospective students and their parents. For all four groups the demographic data on the populations, samples, and respondents indicate that one may generalize from the results of this study to the populations of interest. (See Appendix)

Table 2 contains the medians of the items on the student survey. All survey returns were analyzed separately for the matrics and the non-matrics. Within these two groups, independent analyses were performed for those from Indiana (in-state) and those from the other 49 states (out-of-state).

Table 3 contains the medians of the items on the parent survey. Again, the returns for each parent group were analyzed by state of residence and for the total group.

Survey Results for Matriculants

Of the sample of matriculants who were surveyed, 61 percent returned usable questionnaire data. Seventy-seven (77) percent of the returns were from in-state matrics and 23 percent were from out-of-state matrics. Of the in-state matrics, 56 percent had applied to only one college or university and 56 percent were accepted

by only one college or university. Eighty-four (84) percent of the in-state matrics indicated that I.U.B. was their first choice of a university to attend. Only 6 percent of the in-state matrics selected an out-of-state school as their first choice.

For the out-of-state matrics, 22 percent had applied to only one institution and 32 percent were accepted by only one institution. Seventy-six (76) percent of the out-of-state matrics indicated I.U.B. was their first choice of a university to attend, with 24 percent selecting an out-of-state institution as their first choice.

For the combined group of in-state and out-of-state matrics, 49 percent applied to only one institution and 51 percent were accepted by only one institution. Eighty-two (82) percent selected I.U.B. as their first choice, while 8 percent selected another in-state institution as their first choice. For the in-state and out-of-state matrics, only 18 percent and 7 percent respectively had relatives who were almuni of I.U.B.

Table 4 presents a summary of the matriculants' responses to the items on the student survey. The items listed are the ones perceived as the most favorable characteristics (median $\geq$3.51), least favorable

Table 2

Medians of the Items on the Student Survey

Item	Matriculants			Non-Matriculants		
	In-State	Out-of-State	Total	In-State	Out-of-State	Total
Reputation of Faculty	3.83	4.26	3.94	3.56	3.79	3.66
Distance from Home	4.18	3.57	4.06	3.18	2.94	3.09
Advice of H.S. Teachers	3.32	3.18	3.28	3.31	3.21	3.26
Fraternities/Sororities	3.03	3.11	3.05	3.06	3.00	3.03
Advice of Brothers/Sisters	3.32	3.19	3.28	3.00	2.90	2.95
Cost of Tuition	4.23	3.17	4.03	3.67	3.25	3.53
Religious/Moral Atmosphere	3.05	3.17	3.07	2.89	2.97	2.94
Scholastic Standards	4.[illegible]	4.21	4.07	3.85	3.83	3.84
Geography of Area	4.[illegible]	3.97	4.13	3.89	3.77	3.83
Advice of H.S. Counselors	3.[illegible]	3.10	3.24	3.39	3.09	3.23
Coeducational	4.11	4.00	4.08	3.91	4.00	3.94
Visit to Campus	4.[illegible]	4.59	4.33	4.15	3.07	3.54
Scholarship/Financial Aid	3.[illegible]	3.05	3.36	3.29	2.96	3.08
Physical Facilities	3.96	4.14	4.01	3.82	3.50	3.68
Intellectual Atmosphere	3.60	3.96	3.70	3.18	3.30	3.24
Talk with IU Adms. Counselor/Staff	3.29	3.30	3.29	3.18	3.06	3.11
Intercollegiate Sports	3.43	3.67	3.47	3.28	3.27	3.28
Friends Attending	3.62	3.27	3.50	3.58	3.08	3.32
Advice of Parents	3.42	3.63	3.46	3.25	3.00	3.13
Political Atmosphere	3.30	3.17	3.26	3.24	2.87	3.04
Recreational Facilities	3.89	3.71	3.85	3.56	3.14	3.34
Special Curriculum	3.57	4.28	3.74	3.71	3.35	3.48
Advice of Nonfamily Alumni	3.28	3.65	3.35	3.07	3.17	3.11
Social Climate	4.03	3.88	4.00	3.55	3.17	3.33
Size of Student Body	3.29	3.30	3.29	2.31	2.80	2.59
Research Reputation	3.31	3.33	3.31	3.31	3.09	3.20
Cost of Living	3.70	2.93	3.48	3.07	3.05	3.06
Availability of Housing	3.24	3.17	3.22	3.18	3.10	3.14
Cultural Programs	3.21	3.41	3.24	3.34	3.23	3.29
Variety of Courses	4.63	4.66	4.63	4.19	3.41	3.78
National Reputation	4.40	4.44	4.41	3.87	4.06	3.94
Living-Learning Center	3.09	3.15	3.10	3.23	3.00	3.11
Part-Time Jobs Available	3.19	3.19	3.19	3.09	3.06	3.07
Variety of Academic Majors	4.35	4.35	4.35	4.05	3.19	3.59

Note. 4.51 to 5.00 = SF 1.51 to 2.50 = MA
3.51 to 4.50 = MF 1.00 to 1.50 = SA
2.51 to 3.50 = N

Table 3

Medians of the Items on the Parent Survey

Item	Matriculants			Non-Matriculants		
	In-State	Out-of-State	Total	In-State	Out-of-State	Total
Reputation of Faculty	4.11	4.47	4.20	3.45	3.91	3.79
Distance from Home	4.32	3.46	4.08	3.44	3.09	3.25
Advice of Parents' Friends	3.41	4.04	3.50	3.09	3.32	3.22
Fraternities/Sororities	3.09	3.24	3.12	3.09	3.10	3.10
Cost of Tuition	4.49	3.47	4.24	3.45	3.54	3.50
Religious/Moral Atmosphere	2.99	3.48	3.12	2.75	2.95	2.88
Scholastic Standards	4.48	4.48	4.48	4.14	4.05	4.09
Geography of Area	3.44	3.54	3.46	3.45	3.38	3.41
Coeducational	3.56	4.08	3.66	3.31	3.56	3.42
Visit to Campus	3.86	4.68	4.06	3.81	3.28	3.46
Scholarship/Financial Aid	3.45	3.04	3.30	3.19	3.09	3.13
Physical Facilities	4.24	4.21	4.23	3.81	4.00	3.91
Intellectual Atmosphere	3.96	4.04	3.97	3.75	3.46	3.57
Talk with IU Adms. Counselor/Staff	3.38	3.95	3.45	3.23	3.29	3.27
Intercollegiate Sports	3.18	3.17	3.18	3.15	3.11	3.13
Children of Parents' Friends Attending	3.37	3.38	3.37	3.21	3.41	3.32
Advice of Relatives	3.19	3.07	3.15	3.12	3.10	3.11
Political Atmosphere	2.91	3.13	2.97	3.04	2.94	2.97
Recreational Facilities	3.71	3.22	3.54	3.29	3.19	3.23
Special Curriculum	4.28	4.52	4.33	3.38	4.13	3.70
Advice of Nonfamily Alumni	3.19	3.27	3.17	3.08	3.16	3.13
Social Climate	3.23	3.41	3.28	2.95	3.12	3.06
Size of Student Body	2.55	2.95	2.66	2.00	2.54	2.31
Research Resputation	3.60	3.18	3.42	3.31	3.06	3.15
Cost of Living	4.06	3.24	3.88	3.35	3.18	3.24
Availability of Housing	3.97	3.84	3.93	3.31	3.19	3.22
Cultural Programs	3.88	4.31	3.98	3.58	3.40	3.46
Variety of Courses	4.72	4.65	4.70	4.14	3.78	3.94
National Reputation	4.59	4.47	4.52	4.08	4.31	4.19
Living-Learning Center	3.18	3.07	3.15	3.20	3.08	3.13
Part-Time Jobs Available	3.29	3.14	3.24	3.08	3.08	3.08
Variety of Academic Majors	4.56	4.39	4.53	4.00	3.47	3.64

Note. 4.51 to 5.00 = SF 1.51 to 2.50 = MA
3.51 to 4.50 = MF 1.00 to 1.50 = SA
2.51 to 3.50 = N

Table 4

Impact of Characteristics of the University on the Enrollment Decision as Perceived by Matriculants

In-State		Out-of-State		Total	
Item	Rating[a]	Item	Rating	Item	Rating
Characteristics Perceived as Most Favorable					
Variety of Courses	SF	Variety of Courses	SF	Variety of Courses	SF
National Reputation	MF	Visit to Campus	SF	National Reputation	MF
Variety of Academic Majors	MF	National Reputation	MF	Variety of Academic Majors	MF
Visit to Campus	MF	Variety of Academic Majors	MF	Visit to Campus	MF
Cost of Tuition	MF	Special Curriculum	MF	Geography of Area	MF
Distance from Home	MF	Reputation of Faculty	MF	Coeducational	MF
Geography of Area	MF	Scholastic Standards	MF	Scholastic Standards	MF
Coeducational	MF	Physical Facilities	MF	Distance from Home	MF
Scholastic Standards	MF	Coeducational	MF	Cost of Tuition	MF
Social Climate	MF	Geography of Area	MF	Physical Facilities	MF
Physical Facilities	MF	Intellectual Atmosphere	MF	Social Climate	MF
Recreational Facilities	MF	Social Climate	MF	Reputation of Faculty	MF
Reputation of Faculty	MF	Recreational Facilities	MF	Recreational Facilities	MF
Cost of Living	MF	Intercollegiate Sports	MF	Special Curriculum	MF
Friends Attending	MF	Advice of Nonfamily Alumni	MF	Intellectual Atmosphere	MF
Intellectual Atmosphere	MF	Advice of Parents	MF		
Special Curriculum	MF	Distance from Home	MF		
Scholarship/Financial Aid	MF				
Characteristics Perceived as Least Favorable					
Fraternities/Sororities	N	Cost of Living	N	Fraternities/Sororities	N
Religious/Moral Atmosphere	N	Scholarship/Financial Aid	N	Religious/Moral Atmosphere	N
Living-Learning Center	N	Advice of HS Counselors	N	Living-Learning Center	N
Characteristics Perceived as Having the Least Impact[b]					
Living-Learning Center		Fraternities/Sororities		Living-Learning Center	

[a] Ratings: SF = Strongly For
MF = Moderately For
N = Not Important/Not Considered
MA = Moderately Against
SA = Strongly Against

[b] Ordered from highest percentage to lowest percentage of responses in the N category

characteristics (median $\leq$2.50 or the three lowest medians), and those characteristics perceived to have the least impact on the enrollment decision. In Tables 4-7, the characteristics perceived as most favorable were ordered from the highest to the lowest item median and the characteristics perceived as least favorable were ordered from the lowest item median to the highest. The characteristics perceived as having the least impact were ordered according to the percentage of responses in the not important/not considered category.

Survey Results for Parents of Matriculants

Table 5 presents a summary of the results of the survey questionnaires returned by the parents of the matrics. For the matched sample of parents of matrics, 67 percent returned usable questionnaire data. Seventy-five (75) percent of these returns were from parents of in-state matrics.

Survey Results for Non-Matriculants

Of the sample of non-matrics who were surveyed, 53 percent returned usable questionnaire data. Fifty-five (55) percent of the returns were from in-state non-matrics. Of these in-state non-matrics 96 percent had applied and been accepted to more than one institution. Thirty-two (32) percent of the in-state non-matrics selected I.U.B. as their first choice while

Table 5

Impact of Characteristics of the University on the Enrollment Decision as Perceived by Parents of Matriculants

In-State		Out-of-State		Total	
Item	Rating[a]	Item	Rating	Item	Rating
Characteristics Perceived as Most Favorable					
Variety of Courses	SF	Visit to Campus	SF	Variety of Courses	SF
Variety of Academic Majors	SF	Variety of Courses	SF	Variety of Academic Majors	SF
National Reputation	SF	Special Curriculum	SF	National Reputation	SF
Cost of Tuition	MF	Scholastic Standards	MF	Scholastic Standards	MF
Scholastic Standards	MF	Reputation of Faculty	MF	Special Curriculum	MF
Distance from Home	MF	National Reputation	MF	Cost of Tuition	MF
Special Curriculum	MF	Variety of Academic Majors	MF	Physical Facilities	MF
Physical Facilities	MF	Cultural Programs	MF	Reputation of Faculty	MF
Reputation of Faculty	MF	Physical Facilities	MF	Distance from Home	MF
Cost of Living	MF	Coeducational	MF	Visit to Campus	MF
Availability of Housing	MF	Advice of Parents' Friends	MF	Cultural Programs	MF
Intellectual Atmosphere	MF	Intellectual Atmosphere	MF	Intellectual Atmosphere	MF
Cultural Programs	MF	Talk to Adm. Counselor/Staff	MF	Availability of Housing	MF
Visit to Campus	MF	Geography of Area	MF	Cost of Living	MF
Recreational Facilities	MF			Coeducational	MF
Research Reputation	MF			Recreational Facilities	MF
Coeducational	MF				
Characteristics Perceived as Least Favorable					
Size of Student Body	N	Size of Student Body	N	Size of Student Body	N
Political Atmosphere	N	Scholarship/Financial Aid	N	Political Atmosphere	N
Religious/Moral Atmosphere	N	Living-Learning Center	N	Religious/Moral Atmosphere	N
Characteristics Perceived as Having the Least Impact[b]					
Fraternities/Sororities		Advice of Relatives		Living-Learning Center	
Advice of Nonfamily Alumni		Living-Learning Center			
		Part-Time Jobs Available			
		Intercollegiate Sports			
		Scholarship/Financial Aid			

[a] Ratings: SF = Strongly For
MF = Moderately For
N = Not Important/Not Considered
MA = Moderately Against
SA = Strongly Against

[b] Ordered from highest percentage to lowest percentage of responses in the N category

14 percent selected an out-of-state institution. Of the 47 percent of the returns that were from out-of-state non-matrics, 96 percent of these applied to more than one institution and 91 percent were accepted at more than one institution.

Thirteen (13) percent of the out-of-state non-matrics selected I.U.B. as their first choice while 87 percent selected an out-of-state institution. Table 6 presents a summary of the non-matriculants' responses to the items on the student survey.

Survey Results for Parents of Non-Matriculants

Table 7 presents a summary of the responses of the parents of non-matrics. Of the sample surveyed, 50 percent returned usable questionnaire data and 55 percent of these were from parents of out-of-state non-matrics.

Discussion and Summary

The present study provided information regarding prospective students' and their parents' perceptions of university life at I.U.B. Results of the survey of matriculants indicated that both in-state and out-of-state students consider the same four items highest among the most favorable characteristics. These items were (1) variety of courses, (2) national reputation,

Table 6

Impact of Characteristics of the University on the Enrollment Decision as Perceived by Non-Matriculants

In-State		Out-of-State		Total	
Item	Rating[a]	Item	Rating	Item	Rating
Characteristics Perceived as Most Favorable					
Variety of Courses	MF	National Reputation	MF	National Reputation	MF
Visit to Campus	MF	Coeducational	MF	Coeducational	MF
Variety of Academic Majors	MF	Scholastic Standards	MF	Scholastic Standards	MF
Coeducational	MF	Reputation of Faculty	MF	Geography of Area	MF
Geography of Area	MF	Geography of Area	MF	Variety of Courses	MF
National Reputation	MF			Physical Facilities	MF
Scholastic Standards	MF			Reputation of Faculty	MF
Physical Facilities	MF			Variety of Academic Majors	MF
Special Curriculum	MF			Visit to Campus	MF
Cost of Tuition	MF			Cost of Tuition	MF
Friends Attending	MF				
Recreational Facilities	MF				
Reputation of Faculty	MF				
Characteristics Perceived as Least Favorable					
Size of Student Body	MA	Size of Student Body	N	Size of Student Body	N
Religious/Moral Atmosphere	N	Political Atmosphere	N	Religious/Moral Atmosphere	N
Advice of Brothers/Sisters	N	Advice of Brothers/Sisters	N	Advice of Brothers/Sisters	N
Characteristics Perceived as Having the Least Impact[b]					
Fraternities/Sororities		Living-Learning Center		Fraternities/Sororities	
Advice of Nonfamily Alumni		Fraternities/Sororities		Living-Learning Center	
		Advice of Brothers/Sisters			
		Religious/Moral Atmosphere			
		Political Atmosphere			
		Talk with Adm. Counselor/Staff			
		Part-Time Jobs Available			

[a] Ratings: SF = Strongly For
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MA = Moderately Against
SA = Strongly Against

[b] Ordered from highest percentage to lowest percentage of responses in the N category

Table 7

Impact of Characteristics of the University on the Enrollment Decision as Perceived by Parents of Non-Matriculants

In-State		Out-of-State		Total	
Item	Rating[a]	Item	Rating	Item	Rating
Characteristics Perceived as Most Favorable					
Scholastic Standards	MF	National Reputation	MF	National Reputation	MF
Variety of Courses	MF	Special Curriculum	MF	Scholastic Standards	MF
National Reputation	MF	Scholastic Standards	MF	Variety of Courses	MF
Variety of Majors	MF	Physical Facilities	MF	Physical Facilities	MF
Visit to Campus	MF	Reputation of Faculty	MF	Reputation of Faculty	MF
Physical Facilities	MF	Variety of Courses	MF	Special Curriculum	MF
Intellectual Atmosphere	MF	Coeducational	MF	Variety of Majors	MF
Cultural Programs	MF	Cost of Tuition	MF	Intellectual Atmosphere	MF
Characteristics Perceived as Least Favorable					
Size of Student Body	MA	Size of Student Body	N	Size of Student Body	MA
Religious/Moral Atmosphere	N	Political Atmosphere	N	Religious/Moral Atmosphere	N
Social Climate	N	Religious/Moral Atmosphere	N	Political Atmosphere	N
Characteristics Perceived as Having the Least Impact[b]					
Advice of Nonfamily Alumni		Living-Learning Center		Advice of Relatives	
Advice of Relatives		Part-Time Jobs Available		Fraternities/Sororities	
Fraternities/Sororities		Fraternities/Sororities		Advice of Nonfamily Alumni	
		Advice of Relatives		Living-Learning Center	
		Political Atmosphere		Part-Time Jobs Available	
		Research Reputation			
		Intercollegiate Sports			
		Advice of Nonfamily Alumni			

[a] SF = Strongly For
MF = Moderately For
N = Not Important/Not Considered
MA = Moderately Against
SA = Strongly Against

[b] Ordered from highest percentage to lowest percentage of responses in the N category

(3) visit to the campus, and (4) variety of academic majors. In-state matrics identified four items as favorable to their enrollment which were not selected by out-of-state matrics: (1) the cost of tuition, (2) the cost of living, (3) friends attending, and (4) availability of scholarships or financial aid. Out-of-state matrics identified three items as favorable to their enrollment that were not selected by the in-state matrics: (1) intercollegiate sports, (2) advice of non-family alumni, and (3) advice of parents.

Different items were identified as the least favorable characteristics of I.U.B. by the in-state and the out-of-state matrics. It is interesting to note that in-state matrics indicated that they perceived the religious and moral atmosphere as a least favorable characteristic but the same perception was not true for out-of-state matrics. On the other hand, the out-of-state matrics perceived the advice of their high school counselors as a least favorable characteristic. The characteristic that had the least impact on the enrollment decision for the in-state matrics was the availability of the Living-Learning Center, and for the out-of-state matrics it was availability of fraternities and sororities. The items identified as having the

least impact may indicate a lack of concern, interest, and/or information about these aspects of university life at I.U.B.

The similarity of responses between the in-state and out-of-state matrics was not found for the two groups of non-matrics. In the category of most favorable characteristics only one of the top four items, coeducational institution, was common to both in-state and out-of-state non-matrics. In fact only a total of five characteristics were perceived as favorable by both the in-state and the out-of-state non-matrics. Four characteristics were considered as least favorable to the enrollment decision for the non-matrics. These items were (1) size of the student body, (2) religious/moral atmosphere, (3) political atmosphere, and (4) the advice of brothers or sisters. For the non-matrics, those items that had the least impact on the enrollment decision were numerous. However, the availability of fraternities and sororities was not important or not considered by 83 percent of both the in-state and out-of-state non-matrics.

Examining the survey results of the parents of matrics, a total of twenty characteristics were identified as favorable by the parents of the in-state and the

out-of-state matrics. Twelve of these characteristics were common to both groups. The parents of in-state matrics added (1) cost of tuition, (2) cost of living, (3) availability of housing, (4) recreational facilities, and (5) research reputation. Parents of out-of-state matrics added to the common list of favorable characteristics (1) advice of parents' friends, (2) talk with I.U. admissions counselor or staff, and (3) geography of the surrounding area. Both parents of in-state and out-of-state matrics perceived the size of the student body as the least favorable characteristic of I.U.B. The in-state parents also perceived the political and the religious/moral atmosphere as least favorable to enrolling at I.U.B. In addition to size of student body, parents of out-of-state matrics perceived the availability of scholarships and financial aid and the Living-Learning Center as least favorable.

The responses of the parents of in-state and out-of-state matrics were completely different for those characteristics having the least impact on the enrollment decision. The availability of fraternities and sororities and the advice of nonfamily alumni were perceived as not important or were not considered by parents of in-state matrics. Out-of-state parents listed advice of

relatives, availability of the Living-Learning Center, availability of part-time employment, intercollegiate sports, and availability of scholarship or financial aid as having the least impact on the enrollment decision.

The survey results of the parents of non-matriculants revealed four characteristics which both in-state and out-of-state parents considered as favorable to the enrollment decision. Of these, three appeared among the top four characteristics identified by each group. These were scholastic standards, national reputation, and physical facilities. Only the parents of in-state non-matrics considered the variety of academic majors, visit to campus, intellectual atmosphere, and cultural programs as favorable. On the other hand, the out-of-state parents of non-matrics listed special curriculum, reputation of faculty, coeducational institution, and cost of tuition as favorable to enrollment.

Both in-state and out-of-state parents of non-matrics listed size of student body and religious/moral atmosphere as the least favorable characteristics. The in-state parents added social climate while the out-of-state parents added political atmosphere to the list of least favorable characteristics. Analysis of the characteristics most often identified as not important

or not considered by the parents of the non-matrics, indicated that three listed characteristics were common for both in-state and out-of-state parents. These were the advice of nonfamily alumni, advice of relatives, and the availability of fraternities and sororities. Only these three characteristics were listed by the in-state parents, but the out-of-state parents listed five additional characteristics as having the least impact on the enrollment decision: availability of the Living-Learning Center, availability of part-time jobs, political atmosphere, research reputation, and intercollegiate sports. This may be indicative of an overall lack of information about I.U.B. on the part of out-of-state parents.

We have compared the responses of in-state and out-of-state student and parent groups. The reader may wish to make additional comparisons utilizing the data presented in Tables 4 through 7. Comparisons of interest might include those between matriculants and their parents, matriculants and non-matriculants, parents of matriculants and parents of non-matriculants, etc. If further information is needed regarding data provided in this monograph, please contact the Bureau of Educational Studies and Testing on the Bloomington campus of Indiana University (Telephone 337-1595).

Appendix

COLLEGE SELECTION SURVEY FOR STUDENTS

DIRECTIONS: Each of the statements listed below may have encouraged or discouraged you to attend Indiana University (IU). Please read each statement and circle the response that was most appropriate in your decision.

Strong reason against attending IU..... -2
Moderate reason against attending IU..... -1
Not important or not considered..... 0
Moderate reason for attending IU..... 1
Strong reason for attending IU..... 2

ITEM	Strongly Against	Moderately Against		Moderately For	Strongly For
Reputation of faculty	-2	-1	0	1	2
Distance from home	-2	-1	0	1	2
Advice of H.S. teacher(s)	-2	-1	0	1	2
Availability of Fraternities & Sororities	-2	-1	0	1	2
Advice of brother(s) or sister(s)	-2	-1	0	1	2
Cost of tuition (fees)	-2	-1	0	1	2
Religious and/or moral atmosphere	-2	-1	0	1	2
Scholastic standards	-2	-1	0	1	2
Geography or Surrounding area	-2	-1	0	1	2
Advice of H.S. counselor(s)	-2	-1	0	1	2
Coeducational institution	-2	-1	0	1	2
Visit to campus	-2	-1	0	1	2
Availability of scholarship or financial aid	-2	-1	0	1	2
Physical facilities (buildings, labs, etc.)	-2	-1	0	1	2
Intellectual atmosphere	-2	-1	0	1	2
Talk with IU admissions counselors and/or staff	-2	-1	0	1	2
Intercollegiate sports	-2	-1	0	1	2
Friends attending	-2	-1	0	1	2
Advice of parent(s)	-2	-1	0	1	2
Political atmosphere (liberal vs. conservative)	-2	-1	0	1	2
Recreational facilities	-2	-1	0	1	2
Special curriculum (music, health sciences, etc.)	-2	-1	0	1	2
Advice of non-family alumni	-2	-1	0	1	2
Social climate	-2	-1	0	1	2
Size of student body	-2	-1	0	1	2
Research reputation	-2	-1	0	1	2
Cost of living	-2	-1	0	1	2
Availability of housing	-2	-1	0	1	2
Cultural programs	-2	-1	0	1	2
Variety of courses offered	-2	-1	0	1	2
National reputation	-2	-1	0	1	2
Living-Learning Center programs	-2	-1	0	1	2
Availability of part-time employment	-2	-1	0	1	2
Variety of academic majors	-2	-1	0	1	2
Other (Please specify below)	-2	-1	0	1	2

COLLEGE SELECTION SURVEY FOR PARENTS

DIRECTIONS: Each of the statements listed below may have influenced you in helping your son or daughter reach a decision regarding Indiana University (IU). Please read each statement and circle the response most appropriate as to its influence on your advising.

Strong reason against attending IU..... -2
Moderate reason against attending IU..... -1
Not important or not considered..... 0
Moderate reason for attending IU..... 1
Strong reason for attending IU..... 2

Statements	Strongly Against	Moderately Against		Moderately For	Strongly For
Reputation of faculty	-2	-1	0	1	2
Distance from home	-2	-1	0	1	2
Advice of your friends	-2	-1	0	1	2
Availability of fraternities & sororities	-2	-1	0	1	2
Cost of tuition (fees)	-2	-1	0	1	2
Religious and/or moral atmosphere	-2	-1	0	1	2
Scholastic standards	-2	-1	0	1	2
Geography of surrounding area	-2	-1	0	1	2
Coeducational institution	-2	-1	0	1	2
Visit to campus	-2	-1	0	1	2
Availability of scholarship or financial aid	-2	-1	0	1	2
Physical facilities (buildings, labs, etc.)	-2	-1	0	1	2
Intellectual atmosphere	-2	-1	0	1	2
Talk with IU admissions counselors and/or staff	-2	-1	0	1	2
Intercollegiate sports	-2	-1	0	1	2
Sons or daughters of your friends attending	-2	-1	0	1	2
Advice of relatives	-2	-1	0	1	2
Political atmosphere (liberal vs. conservative)	-2	-1	0	1	2
Recreational facilities	-2	-1	0	1	2
Special curriculum (music, health sciences, etc.)	-2	-1	0	1	2
Advice of non-family alumni	-2	-1	0	1	2
Social climate	-2	-1	0	1	2
Size of student body	-2	-1	0	1	2
Research reputation	-2	-1	0	1	2
Cost of living	-2	-1	0	1	2
Availability of housing	-2	-1	0	1	2
Cultural programs	-2	-1	0	1	2
Variety of courses offered	-2	-1	0	1	2
National reputation	-2	-1	0	1	2
Living-Learning Center program	-2	-1	0	1	2
Availability of part-time employment	-2	-1	0	1	2
Variety of academic majors	-2	-1	0	1	2
Other (Please specify below)	-2	-1	0	1	2

Demographic Data on the Fall 1975 Matriculants
at Indiana University

Demographic Characteristic	Population	Sample	Student Returns			Parent Returns		
			Total	In-State	Out-of State	Total	In-State	Out-of State
Number	5882	300	182	140	42	200	149	51
In State	4792	236	140	-	-	149	-	-
	(82)	(79)	(77)	-	-	(75)	-	-
Out-of-State	1090	64	42	-	-	51	-	-
	(19)	(21)	(23)	-	-	(26)	-	-
Males	2930	152	88	71	17	95	76	19
	(50)	(51)	(48)	(51)	(41)	(48)	(51)	(37)
Females	2952	148	94	69	25	105	73	32
	(50)	(49)	(52)	(49)	(60)	(53)	(49)	(63)
Afro-American	NA	8	3	2	1	3	2	1
		(2.7)	(1.6)	(1.4)	(2.4)	(1.5)	(1.3)	(2.0)
American Indian	NA	1	0	0	0	1	1	0
		(.3)				(.5)	(.7)	
Caucasian	NA	289	177	137	40	194	145	49
		(96.3)	(97.3)	(97.9)	(95.2)	(97)	(97.3)	(96.1)
Spanish American	NA	1	1	1	0	1	1	0
		(.3)	(.5)	(.7)	0	(.5)	(.7)	0
Oriental American	NA	0	0	0	0	0	0	0
SAT Verbal	470	465	469	460	506	471	462	502
SAT Mathematics	509	508	513	505	542	514	504	544
HS Percentile	NA	75.6	79.0	76.0	89.0	78.4	75.5	87.0

( ) Percentage of group
NA Data not available

Demographic Data on the Fall 1975 Non-Matriculants
at Indiana University

Demographic Characteristic	Population	Sample	Student Returns			Parent Returns		
			Total	In-State	Out-of State	Total	In-State	Out-of State
Number	NA	100	53	29	24	50	21	29
In-State	NA	53 (53)	29 (55)	- -	- -	21 (42)	- -	- -
Out-of-State	NA	47 (47)	24 (45)	- -	- -	29 (58)	- -	- -
Males	NA	42 (42)	19 (36)	12 (41)	7 (29.2)	16 (32)	10 (48)	6 (21)
Females	NA	58 (58)	34 (64)	17 (59)	17 (71)	34 (68)	11 (52)	23 (79)
Afro-American	NA	5 (5)	1 (1.9)	1 (3.4)	0	3 (6)	1 (4.8)	2 (6.9)
American Indian	NA	0	0	0	0	0	0	0
Caucasian	NA	93 (93)	51 (96.2)	28 (96.6)	23 (95.8)	46 (92)	20 (95.2)	26 (89.7)
Spanish American	NA	1 (1)	1 (1.9)	0	1 (4.2)	1 (2)	0	1 (3.4)
Oriental American	NA	1 (1)	0	0	0	0	0	0
SAT Verbal	NA	489	504	467	557	511	471	547
SAT Mathematics	NA	540	554	507	624	557	513	596
Percentile	NA	79.1	83.2	78.0	89.7	83.1	76.6	88.4

( ) Percentage of group
NA Data not available

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